



South Conway Elementary

3001 Fourth Avenue
Conway, SC 29527

Grades	PK-5 Elementary School	
Enrollment	590 Students	
Principal	Jennifer Parker	843-488-0272
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

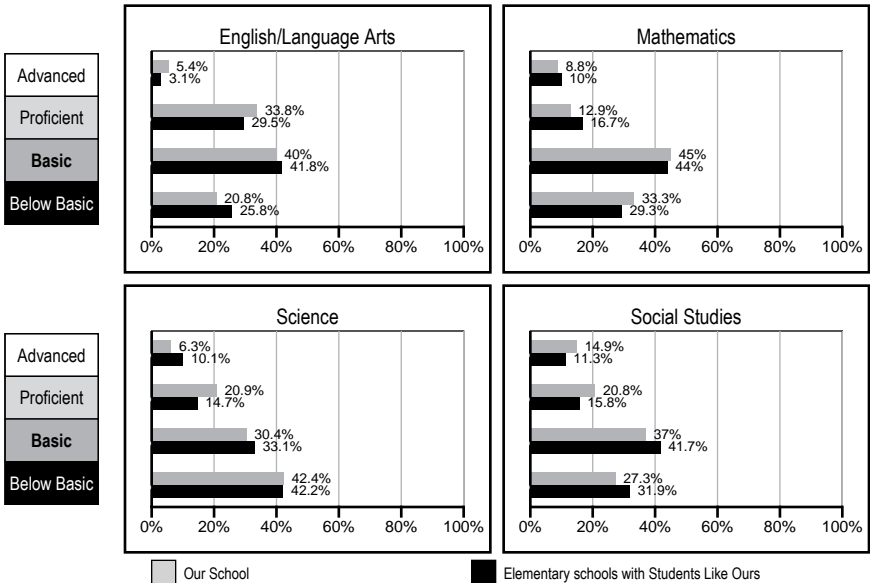
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	62	8

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=590)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	1.6%	Up from 1.5%	2.8%	2.3%
Attendance rate	96.1%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	11.1%	Down from 11.6%	6.5%	10.4%
With disabilities other than speech	15.9%	Up from 11.3%	9.0%	7.5%
Older than usual for grade	0.7%	Up from 0.4%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	36.2%	Up from 34.8%	54.2%	56.7%
Continuing contract teachers	70.2%	Down from 82.6%	75.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 86.4%	85.5%	86.4%
Teacher attendance rate	95.3%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$46,691	Down 0.2%	\$44,371	\$45,345
Professional development days/teacher	14.9 days	Down from 16.9 days	13.0 days	12.6 days
School				
Principal's years at school	1.0	Down from 8.0	3.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.9 to 1	18.1 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 89.1%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,770	Up 12.4%	\$7,412	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 75.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.9%	Down from 72.2%	63.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

South Conway Elementary had a great 2007-08 school year. We started a new year with a new principal and a new assistant principal. Our school continued the tradition of raising money to provide help to charitable organizations, including the March of Dimes and the American Heart Association.

Our support for increased student achievement included our After School Academy in English Language Arts, Math, Science, and Social Studies for students in grades 3, 4, and 5. Reading Recovery was utilized in grade 1 and a reading interventionist worked with small groups of students in Kindergarten and 2nd grade. Computer assistance was offered in both of our technology labs for Math and ELA. Software programs including Compass Learning, HEADSPROUT, and Everyday Math Online were utilized. Tutors also worked with students in grades 2-5 with reading strategies and math facts. Teacher and student conferences were held throughout the year to determine student achievement goals and assess progress towards those goals. The commitment of our South Conway teachers and staff provided a productive year.

Our Title I budget supported a technology aide, additional instructional coach, reading interventionist, Reading Recovery teacher, parent workshops, and a family school coordinator. Our family nights included reading strategies workshops, a mom's night out, health and fitness events, and test taking strategies classes. Title I funds also purchased 15 SMART Boards to incorporate interactive technology in the classroom on a daily basis.

PTO sponsored successful fundraisers, family events, and student reward programs. Our PTO provided student agendas and supplies to every classroom. PTO organized TEST FEST, helped with choral performances, and sponsored our drama club's production of The Wizard of Oz. PTO worked with our School Improvement Council to provide support and input as we focused on community involvement.

Community support came from local area businesses and Coastal Carolina University. Many local businesses provided rewards and certificates for achievements and attendance incentives. We worked closely with Coastal Carolina University to sponsor mentors for students in grades 2-5, practicum for students in grades K-5, and interns in Child Development and 5th grade. Coastal Carolina University also provided staff development for 1st grade teachers and reading materials for our 1st grade students.

The South Conway Elementary School family is proud of this year's many successes.

Jennifer Parker, Principal

Tracy Huggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	67	31
Percent satisfied with learning environment	90.0%	77.3%	73.3%
Percent satisfied with social and physical environment	82.5%	65.7%	80.6%
Percent satisfied with school-home relations	65.0%	76.1%	87.1%

* Only students at the highest elementary school grade level and their parents were included.

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I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Corrective Action

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	275	99.3	19.8	41.1	33.1	6	52.8	57.2	48.2	Yes	Yes
Gender											
Male	138	98.6	25.2	43.1	28.5	3.3	43.1	50.3	41.7	N/A	N/A
Female	137	100	14.4	39.2	37.6	8.8	62.4	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	129	99.2	13	36.5	43.5	7	64.3	65.4	60	Yes	Yes
African American	137	99.3	26.2	45.2	23.8	4.8	42.9	34.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	82	97.6	40.3	41.6	15.6	2.6	29.9	21.7	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	213	99.5	23.3	41.3	30.7	4.8	48.7	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	275	99.6	32.9	45.4	12.9	8.8	36.9	56.4	45.8	No	Yes
Gender											
Male	138	99.3	34.7	48.4	7.3	9.7	34.7	55.9	45.6	N/A	N/A
Female	137	100	31.2	42.4	18.4	8	39.2	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	129	100	22.4	50	15.5	12.1	46.6	65.2	59	Yes	Yes
African American	137	99.3	41.3	42.1	11.1	5.6	28.6	31.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	82	98.8	56.4	41	1.3	1.3	15.4	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	213	100	36.3	45.3	12.1	6.3	31.6	43.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	183	99.5	43	29.7	20.6	6.7	27.3	41.4	35.7	96.1	96.3
Gender											
Male	94	98.9	42.9	27.4	22.6	7.1	29.8	43.8	37.4	96	96.2
Female	89	100	43.2	32.1	18.5	6.2	24.7	39	33.8	96.2	96.4
Racial/Ethnic Group											
White	86	98.8	28.6	33.8	28.6	9.1	37.7	50.4	49.2	95.4	96.1
African American	89	100	56.1	25.6	13.4	4.9	18.3	16.7	17	96.9	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	95.5	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	93.3	95.5
Disability Status											
Disabled	55	100	61.5	23.1	11.5	3.8	15.4	15.2	14	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	96.6	97
Socio-Economic Status											
Subsided meals	140	99.3	48.4	30.6	16.1	4.8	21	28.8	21.1	96	96

Social Studies

All Students	177	100	27.3	36.6	21.1	14.9	36	41.6	34	96.1	96.3
Gender											
Male	87	100	30	33.8	18.8	17.5	36.3	45.3	36.6	96	96.2
Female	90	100	24.7	39.5	23.5	12.3	35.8	37.8	31.3	96.2	96.4
Racial/Ethnic Group											
White	82	100	17.6	33.8	25.7	23	48.6	48.6	44.5	95.4	96.1
African American	90	100	34.9	38.6	18.1	8.4	26.5	20.7	19.1	96.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	95.5	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	96.3	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	93.3	95.5
Disability Status											
Disabled	55	100	43.4	41.5	9.4	5.7	15.1	17.1	14.4	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	96.6	97
Socio-Economic Status											
Subsided meals	135	100	33.3	39.2	17.5	10	27.5	29.8	21	96	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	89	98.9	21.1	32.9	39.5	6.6	46.1
	4	85	100	10.8	58.1	21.6	9.5	31.1
	5	107	98.1	20.8	43.8	34.4	1	35.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	99.1	10	36	47	7	54
	4	86	100	24.7	36.4	31.2	7.8	39
	5	82	98.8	28.2	53.5	15.5	2.8	18.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	89	98.9	27.6	47.4	11.8	13.2	25
	4	85	100	32.4	44.6	13.5	9.5	23
	5	107	98.1	19.8	47.9	19.8	12.5	32.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	100	30.7	53.5	11.9	4	15.8
	4	86	100	33.8	35.1	13	18.2	31.2
	5	82	98.8	35.2	45.1	14.1	5.6	19.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	44	97.7	36.8	28.9	23.7	10.5	34.2
	4	85	100	50	32.9	11.4	5.7	17.1
	5	54	98.2	51.1	27.7	14.9	6.4	21.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	30	40	26	4	30
	4	86	100	45.5	26	18.2	10.4	28.6
	5	43	97.7	55.3	23.7	18.4	2.6	21.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	25	52.8	16.7	5.6	22.2
	4	85	100	38.6	37.1	15.7	8.6	24.3
	5	53	100	27.1	35.4	14.6	22.9	37.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	9.8	49	31.4	9.8	41.2
	4	86	100	29.9	32.5	18.2	19.5	37.7
	5	38	100	48.5	27.3	12.1	12.1	24.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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